



# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA

## UNIT OVERVIEW

This unit uses the topic of food choice as a means to teach students how to analyze and navigate informational texts. This 2-3 week unit contains a series of three tasks that build in complexity.

## TASK DETAILS

**Task Name:** The Omnivore's Dilemma

**Grade:** 7

**Subject:** Literacy

**Depth of Knowledge:** 3

**Task Description:** This culminating task asks students to use textual evidence to write an essay analyzing how the author organized and developed his argument regarding the omnivore's dilemma in his chapter, "The Omnivore's Dilemma" from Michael Pollan's The Omnivore's Dilemma (Young Reader's Edition).

### **Standards:**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA PERFORMANCE TASK

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 7, Task #3**

**TASK:** Write an informative/explanatory essay of approximately one page in which you analyze how the author in his chapter, “The Omnivore’s Dilemma,” organized and developed his argument regarding the omnivore’s dilemma. Begin by introducing Pollan’s argument and previewing what will follow in your essay. Continue by explaining how Pollan organized the chapter to develop his argument. Cite textual evidence, including how the chapter’s major sections contribute to the reader’s overall perspective on the argument as well as how the chapter sections help readers develop their understanding of the argument. Use transitions to help the reader clarify relationships among the ideas you are explaining. End your essay with a concluding statement or section. Your essay should be written in a formal style for an audience that is familiar with the text and follow the conventions of standard English, including simple and compound sentences and spelling.

Answer the questions below to plan your writing. Your answers will be collected but not graded. Compose your informative/explanatory essay on the following pages. After you’ve written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**

**Compose Your Essay in the Space Below:**

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?



GRADE 7 LITERACY: THE OMNIVORE'S  
DILLEMA  
UNIVERSAL DESIGN FOR LEARNING (UDL)  
PRINCIPLES



## **Grade 7 The Omnivore's Dilemma Common Core Learning Standards/ Universal Design for Learning**

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

**REPRESENTATION:** *The “what” of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

*In this task, teachers can...*

- ü **Activate or supply prior knowledge** by using advanced organizers (e.g., KWL methods, concept maps) on the topic.

**ACTION/EXPRESSION:** *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

*In this task, teachers can...*

- ü **Provide options for executive functions** by giving timely feedback that is informative and will guide learners with monitoring their progress and guiding their efforts and practices through the use of rubrics.

**ENGAGEMENT:** *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

*In this task, teachers can...*

- ü **Provide options for self regulation** so that students can collect and chart data for the purpose of self monitoring and regulating changes in their own performance.

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



## GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA RUBRIC

This task was scored using a primary trait rubric and a secondary trait rubric.

**Primary trait rubrics** focus attention on rating of a single trait considered to be the most essential for demonstrating success regarding a particular product or performance. They can be used most effectively by teachers with the ELA model of assessment tasks for several reasons. First, by isolating one component of written discourse to assess, primary trait scoring allows raters or teachers to focus sharply on that component without being distracted by many other possibilities. The component that is chosen for assessment is not just any component but one that is essential to success on a particular assessment task. The study of the work is focused on the heart of the task. If students are weak on the heart of the task, teachers have sufficient data to plan lessons for re-teaching and/or modification of lessons. Also, because the scoring guide uses language from the task and CCSS to define its score levels, it allows for greater alignment between the task assigned and the trait or dimension being assessed. At the very least, anyone who looks at the scoring guide rubric should expect to see such a connection. For its specificity and clarity alone, primary trait rubrics offer important advantages over other means of scoring.

**Secondary trait rubrics** identify assessed skills and content from the task that have not been identified in the primary trait rubric. They accompany primary trait rubrics and are used after primary trait rubrics.

**Grade 7 Literacy: Omnivore's Dilemma**  
**Primary and Secondary Trait Scoring Guide for Assessment Task 3**

**Primary Trait:** Explanation of an author's argument and analysis of its organization and development, including how the major sections contribute to the whole.

**Scoring Guide**

Score Point	Description
4	Informative/explanatory text that describes Pollan's argument regarding the omnivore's dilemma. The explanatory response includes a detailed analysis of textual evidence to show how Pollan organizes the chapter to develop his argument, including how the major sections contribute to the reader's understanding of the argument. All of the chapter's major sections are analyzed.
3	Informative/explanatory text that describes Pollan's argument regarding the omnivore's dilemma. The explanatory response includes a general analysis of textual evidence to show how Pollan organizes the chapter to develop his argument, including how the major sections contribute to the reader's understanding of the argument. At least five of the chapter's major sections are analyzed.
2	Informative/explanatory text that identifies Pollan's argument regarding the omnivore's dilemma. The explanatory response includes limited analysis of textual evidence to show how Pollan organizes the chapter to develop his argument. For example, two or three major sections may be included, but the contribution of each to the reader's understanding of the argument is unexplained.
1	Informative/explanatory text that may or may not accurately identify Pollan's argument regarding the omnivore's dilemma. It includes few ideas or examples that demonstrate how Pollan organizes the chapter to develop his argument. If major sections are identified, their relationship to the argument is unexplained.

**Grade 7 Literacy: Omnivore's Dilemma**  
**Primary and Secondary Trait Scoring Guide for Assessment Task 3**

**Secondary Trait #1 of Assessment Task 3:**

Explanatory text develops a topic using relevant examples and includes a clear introduction of topic, connecting words and phrases (i.e., transitions), and a concluding statement or section.

**Scoring Guide**

<b>4</b>	Explanatory text develops a topic with relevant examples or other information. The ideas are organized using transitions that are appropriate to the content and help to clarify relationship among ideas. The topic is introduced clearly and there is a concluding statement or section that relates directly to the information or explanation presented.
<b>3</b>	Explanatory text develops a topic with relevant examples or other information. The ideas are organized using transitions that are limited but appropriate. The topic is introduced clearly. The relevance of the concluding statement or section is unexplained.
<b>2</b>	Explanatory text is developed examples or other information that may be irrelevant. Transitions are limited or used inappropriately. The topic is introduced, but there is no concluding statement or section.
<b>1</b>	The paper is developed with information and details that are not relevant. There are no transitions that help to clarify relationships among ideas.

**Examples of Connecting Words and Phrases (i.e., transitions)**

- First, second, third
- Initially, to begin, next, then, finally, in conclusion
- Although, instead of, because of
- In this way
- Therefore, as a consequence
- While...
- Unlike..., as opposed to, in contrast to

**Grade 7 Literacy: Omnivore's Dilemma**  
**Primary and Secondary Trait Scoring Guide for Assessment Task 3**

**Secondary Trait #2 of Assessment Task 3:** Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing.

**Scoring Guide**

4	Consistently uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
3	Generally uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
2	Only sometimes uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
1	Little evidence of use of standard English grammar and usage, including accepted use of simple and compound sentences) and spelling.

**Grade 7 Literacy: Omnivore's Dilemma**  
**Primary and Secondary Trait Scoring Guide for Assessment Task 3**  
**Explicit Statements about What Will Be Expected as Evidence of a Score Point 4**

**Primary Trait:** Explanation of an author's argument and analysis of its organization and development, including how the major sections contribute to the whole.

Score Point 4

Informative/explanatory text that describes Pollan's argument regarding the omnivore's dilemma. The explanatory response includes a detailed analysis of textual evidence to show how Pollan organizes the chapter to develop his argument, including how the major sections contribute to the reader's understanding of the argument. All of the chapter's major sections are identified.

**Pollan's argument:** Making informed, wise choices about what to eat has become an increasingly big dilemma for Americans.

**Example of an explanatory statement with textual evidence related to how Pollan introduces the chapter's argument:**

Pollan opens the chapter by explaining that one of the most basic causes of our dilemma as omnivores is due to the very fact that we have to eat a variety of foods to survive, and that means always having to make decisions about what to eat. In this way, Pollan introduces his argument by showing us that our dilemma is the result of many factors, one of them being our very nature as humans.

**Example of an explanatory statement with textual evidence related to how Pollan develops the argument:**

In the second section, "The Modern Omnivore," Pollan continues to develop his argument by explaining how contemporary humans have lost the cultural traditions that helped them make wise decisions about what to eat. Unlike our ancestors who depended upon their own parents and grandparents to tell them what to eat, we have to put a good deal of thought into deciding. Pollan cites the loss of these traditions as another reason our dilemma has grown more complicated.



# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA ANNOTATED STUDENT WORK

Due to revisions made to the third task, there is no student work currently available for the third assessment task. Thus, we have included annotated student work for Task 1 and Task 2. As we pilot the third assessment and student work becomes available, we will include student work for Task 3.

## Grade 7 Literacy: The Omnivore's Dilemma

### Annotated Student Work

#### Annotated Anchor Papers\* for Each Primary Trait Score Point

##### Assessment Task 1

**Primary Trait:** Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text.

#### Primary Trait Score Point 4

Informative/explanatory text that accurately explains the phrase omnivore's dilemma and provides sufficient pieces of textual evidence to support an analysis of the causes of the dilemma. The analysis draws on what the text says explicitly as well as what can be inferred and includes no misconceptions about the text.

#### Student Work Sample Score Point 4

What exactly is the Omnivore's Dilemma? The dilemma is a human one because humans are omnivores, meaning we eat both meat and plants to survive. Omnivores eat everything and sometimes everything isn't really good for you. Carnivores who only eat meat and herbivores who only eat plants have to focus on finding just those kinds of foods and don't have the dilemma humans have of eating food which keeps us alive but doesn't always keep us healthy.

In Chapter 8, "Is that food?" the author explains to us that omnivores have a variety of foods to eat. A normal omnivore has a wide range of food. Now, this really contributes to the "Omnivores Dilemma". We eat so much and so many different kinds of food, that we don't even know what we're stuffing into our mouths! Unlike Koalas and Monarch Butterflies, who only eat one type of food, we eat just about everything. We also have to remember that humans eat so many different kinds of foods to stay alive, but what we don't know is that not all the food that is being prepared for us and goes into our body to keep us alive will keep us healthy.

According to the author, we, meaning humans over hundreds of years, went from knowing what to eat, to not knowing what we eat! It was simple back then. We ate depending on the seasons and what we could find in the woods or what we could hunt. We used to know how to solve the "Omnivores Dilemma". What happened to us? Now we eat just about everything there is because junk food is easier to buy than healthier choices which we can't find as easily or that don't look as good to us. It's not completely our fault. It's also the food industries fault. On pg. 87, the author says "standing in our giant supermarkets, we feel more lost than someone standing in the forest 10,000 years ago." Now that's serious. The "Omnivores Dilemma" isn't an unsolvable problem. We as people need to cut down on eating, and focus on what we are eating. We need to resist poor food choices in supermarkets and pay attention to what we put in our mouths.

The author states, again on page 87, "Sometimes it even seems like we've forgotten why we eat." As humans, we have a big brain, so we eat a lot, to have enough brain power. We rely on our senses when we eat, but the koalas rely on instincts. Pollan, the author, explains to readers why our senses cause us to eat so much. Back in the early life, we were hunters and gatherers. It was really hard finding food, so when we did find some, we ate as much as we possibly could because, we didn't know if we were ever going to eat again. Today, finding sweet things to eat is not as hard as it was when we were cavemen. But we continue to eat as if we

**Comment [A1]:** This is an accurate definition and explanation of the omnivore's dilemma.

**Comment [A2]:** The writer references both explicit and implicit information from the text to explain one cause of the dilemma.

**Comment [A3]:** In this paragraph, the writer concisely explains two causes of the dilemma. The writer infers from the text that modern omnivores no longer know what to eat. He/she also provides explicit details from the text, including a direct quote, to illustrate the role of the food industry in the omnivore's dilemma.

\* Student work sample content modified when necessary to achieve score point.



## Grade 7 Literacy: The Omnivore's Dilemma

### Annotated Student Work

will starve tomorrow. It is easier for humans to get trapped into eating too much because it tastes good even when we are no longer hungry.

**Comment [A4]:** Here the writer references explicit information from the text (i.e., direct quotation) and makes inferences about the modern omnivore to explain one cause of the dilemma.

#### Summary

This student work sample provides an example of a score point 4 on the primary trait and secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text. (Score Point 4)	The student writer accurately explains the phrase "omnivore's dilemma" by restating the denotative meaning of the term "omnivore" and describing the dilemma in his/her own words. He/she provides several pieces of textual evidence to support an analysis of the causes of the dilemma. The student draws on what the text states explicitly (i.e., direct quotes, paraphrases) and makes inferences from the text about the food industry being partly to blame for the omnivore's dilemma (e.g., "junk food is easier to buy than healthier choices"). The student includes no misconceptions about the text.	One possible next step for this student would include working on developing a concluding statement or section that follows from and supports the explanation presented. The student may benefit from studying and discussing a variety of concluding statements or sections from other informative/explanatory essays noting their features and potential impact on readers.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling. (Score Point 4)	The writer generally uses standard English grammar and usage, including accepted use of simple and compound sentences. There are very few spelling errors (e.g., unsolveable); however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

## Grade 7 Literacy: The Omnivore's Dilemma

### Annotated Student Work

#### Primary Trait Score Point 3

Informative/explanatory text that explains the omnivore's dilemma generally using limited textual evidence. The explanation of the textual evidence includes reasons why the author believes the dilemma exists. There are no misconceptions about the text.

#### Student Work Sample Score Point 3

In the chapter, "The Omnivores Dilemma" we focused on three sections. Those sections were "Is That Food?", "The Modern Omnivore", and "The Omnivore's Brain". The omnivore's dilemma can be broken down into two things. Omnivore which means devour everything and dilemma which is a problem, issue, or setback. Each section of the chapter talks about a different aspect of what it means to eat meat and plants as omnivores and why this is a problem or issue.

In the section "Is That Food?" the author basically talks about how the food we eat compares to the food animals eat. Also, the difference between a humans diet compared to an animals diet. Likewise, the author says that we need certain things that we just can't get because the "industrial food chain" (p. 86) gives us too many choices. Pollan states, "Ultimately our omnivore's dilemma is rooted in our nature as human beings—but we've made our choices much harder than they used to be" (p. 86). This is basically saying human problems start with simple ways of doing things and then people who make food make it harder to eat the right way.

In "The Modern Omnivore" it's saying that over thousands of years our eating habits have really changed. They used to follow rules and habits that made eating healthy much easier. It was based on culture. Likewise, it says that today the modern omnivore has no food culture to fall back on. We no longer know what foods are good and not good for us. Pollan says that "we need to recover the skills and knowledge people used to have" (p.87). In the section it says "we no longer know for sure what foods are good for us and which aren't". Meaning, we don't even know what our foods are really made of or if we should eat them or not. If we had a food culture we would probably know today.

In the section "The Omnivores Brain", the author is talking about how we need to eat a certain amount of food. Also eating the right foods to keep our bodies functioning properly. We need to eat wisely. In the chapter, "for us, choosing food is a problem that has to be solved with our brains and our senses". This means that choosing foods for humans has to be done using our brains and senses and nothing else. We have problems with choosing foods.

Our "omnivores dilemma" is something that we must choose to fix on our own. Nobody can do it. We must pick and choose carefully how we treat our "omnivores dilemma". Our "omnivores dilemma" can go away if we choose the right kinds of food. It's our choice.

#### Summary

This student work sample provides an example of a score point 3 on the primary trait and the secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation that determines meaning of figurative phrase and	The student writer breaks down the meaning of the terms "omnivore" and "dilemma," but does not explicitly state what Pollan means by the phrase	One possible next step for this student would include working to strengthen his/her

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Comment [A5]:** In these sentences the writer provides a general explanation of the phrase "omnivore's dilemma" that is inferred from the text.

**Comment [A6]:** In these sentences the writer quotes directly from the text to explain one cause of the omnivore's dilemma. The writer explains the quotes by inferring that the industry has made it more difficult to eat well.

**Comment [A7]:** In these sentences the writer provides implicit information from the text to explain another cause for the omnivore's dilemma. The quote used by the writer is not explained and does not contribute to the understanding of the omnivore's dilemma.

**Comment [A8]:** Here the writer provides a quote from the text, explains the quote, and makes an inference about the relationship between food culture and food knowledge, another cause of the omnivore's dilemma.

**Comment [A9]:** In these sentences the writer strays from the task of explaining causes for the omnivore's dilemma and instead talks about solutions.

**Grade 7 Literacy: The Omnivore's Dilemma**  
**Annotated Student Work**

cites textual evidence to support an analysis of explicit and inferred information from a text. (Score Point 3)	"omnivore's dilemma." The student provides limited textual evidence to support an analysis of the dilemma. For example, he/she uses direct quotes from the text to conclude that "human problems start with simple ways of doing things and then people who make food make it harder to eat the right way." However, the student only generally explains the role of the food industry in the omnivore's dilemma. The explanation of the textual evidence includes reasons why the author believes the dilemma exists— e.g., having too many choices and changing eating habits over time. While there are no misconceptions about the text, the student discusses <i>solutions</i> to the omnivore's dilemma (which is not necessary for the task).	analysis by using specific and thorough explanations to support his/her key points. The student may benefit from studying and discussing other informative/explanatory essays about texts noting how the writer focuses on key points and follows through with a thorough analysis.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling. (Score Point 3)	The writer generally uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are some sentence fragments; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	N/A

**Primary Trait Score Point 2**

Informative/explanatory text that explains the omnivore's dilemma generally with only one piece of textual evidence related to a reason why the author believes the dilemma exists. There are misconceptions about the text.

Student Work Sample Score Point 2

"Modern Americans have lost the solution to the omnivores dilemma and today the problem is getting bigger than it has ever been." What Pollan is trying to say is that humans now cannot control themselves as much as they use to before. Now, we eat more than we are supposed to. We have no rule or even culture to follow; we just eat anything that comes in our way. We have a choice of anything to eat but it could be hard to choose.

We being humans get our vitamins from plants and animals. The food industry gave us a variety of food to choose from. We do not have an easy choice. With us not being able to choose, we actually now use our taste. Relying on our taste could be unhealthy for us.

People have a habit of eating what they see their parents eat for instance, if you were from Mexico you would most likely eat rice, beans, and corn tortillas. Now a day, with all the food that we have, we will eat anything even if we don't know what is in what we are eating. "Thanks to the food industry, we don't even know what it is we're eating".

People evolved to have better teeth, brain size, and our taste buds changed to. With this evolution we are used to eating a lot because we need it and we know we need it. Our sweet

**Comment [A10]:** Here the writer does not accurately define or explain the omnivore's dilemma.

**Comment [A11]:** In these sentences the writer lists factors associated with the dilemma and causes for the dilemma without textual evidence or explanation.

**Comment [A12]:** Here the writer generally refers to the food industry and taste preferences without textual evidence or explanation. It is unclear what the writer understands from the text.

## Grade 7 Literacy: The Omnivore's Dilemma Annotated Student Work

tooth controls our taste buds. The sweet tooth is something that tells us to eat more because there might not be some later. We eat more than needed. Have a hard time choosing what to eat. Additionally, we eat anything. I agree that Michael Pollon is correct that the omnivores dilemma is bad. We need to find at least a little bit of a solution.

### Summary

This student work sample provides an example of a score point 2 on the primary trait and secondary trait.

**Comment [A13]:** In these sentences the writer mentions several details from the text but does not explicitly state reasons the author believes the omnivore's dilemma exists. It is unclear what the writer understands from the text.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text. (Score Point 2)	The student writer explains the omnivore's dilemma generally with only one piece of textual evidence related to a reason why the author believes the dilemma exists. For example, the writer accurately states that humans "have no rule or even culture to follow" for eating, but he/she does not support this statement with evidence from the text. The writer vaguely mentions the food industry, human evolution, and food preferences, but does not explain how they illustrate the omnivore's dilemma. At times, it is unclear what the writer understands from the text. There are also misconceptions about the text, such as humans evolving to have "better" teeth and brain size, as well as the sweet tooth controlling human taste buds.	One possible next step would include instructional support to strengthen the student's reading comprehension. The student may benefit from a supported close reading of the text and noting on an organizer the author's argument, followed by selecting and explaining details from the text that best support that argument.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling. (Score Point 2)	The writer only sometimes uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are several simple sentences and a few spelling errors (e.g., dilemma, Pollon, use— instead of used) and punctuation errors (end punctuation and comma usage) that may interfere with the reader's comprehension.	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

## Grade 7 Literacy: The Omnivore's Dilemma Annotated Student Work

### Primary Trait Score Point 1

Informative/explanatory text that provides a partial or inaccurate explanation of the omnivore's dilemma. There are misconceptions about the text.

#### Student Work Sample Score Point 1

In the article "The Omnivore's Dilemma", it explains what the omnivore dilemma is and how it effects omnivores. The omnivore dilemma is that people don't know what is bad or good to eat anymore. When I say "bad" or "good", I mean if it's not healthy or healthy. On page 3 of the article, it said "we know longer know for sure which foods are good for us and which aren't..." this quote supports my answer because it is explaining that our community doesn't know what to eat anymore to keep them healthy. Also on page 3 it said, "thanks to the food industry, we don't even know what it is we're eating. Sometimes it even seems like we've forgotten why we eat." This quote best supports my answer because it is explaining that the food industry is the ones who is causing the omnivore's dilemma because they put unhealthy ingredients into the food that we think is healthy. In my opinion I think that it is hard for us to choose food in the supermarket because if we want to be healthy, most of the food in the supermarket has HFCS (high fructose corn syrup) which is not healthy. The omnivore's dilemma is a very serious problem in the United States. But if we keep being healthy, there's going to be no problem.

**Comment [A14]:** This is not an accurate assessment of the omnivore's dilemma.

**Comment [A15]:** This is an incomplete determination and inaccurate explanation of the omnivore's dilemma.

**Comment [A16]:** In these sentences the writer strays from the task of explaining causes for the omnivore's dilemma and instead lists solutions.

### Summary

This student work sample provides an example of a score point 1 on the primary trait and the secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text. (Score Point 1)	The student writer states that, "The omnivore dilemma is that people don't know what is bad or good to eat anymore." This is not an accurate assessment of the omnivore's dilemma. Also, the writer reiterates this assertion with direct quotes from the text, but he/she does not explain the omnivore's dilemma using evidence from the text. It is unclear what the writer understands from the text. There are misconceptions about the text.	One possible next step would include instructional support to strengthen this student's reading comprehension. The student may benefit from a supported close reading of the text and noting on an organizer the author's argument, followed by selecting and explaining details from the text that best support that argument.
<b>Secondary Trait:</b>	The writer shows little evidence of	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 7 Literacy: The Omnivore's Dilemma**  
**Annotated Student Work**

Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling. (Score Point 1)	standard English grammar and usage, including accepted use of simple and compound sentences and spelling. The response is limited to one paragraph with run-on sentences. There are also several punctuation errors (dealing with contractions and comma usage) and spelling errors (e.g., effect vs. affect) that interfere with the reader's comprehension.	
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**Grade 7 Literacy: The Omnivore's Dilemma**  
**Annotated Student Work**

**Annotated Anchor Papers\* for Each Primary Trait Score Point**  
**Assessment Task 2**

**Primary Trait:** Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument.

**Primary Trait Score Point 4**

Informative/explanatory text that describes a valid comparison (i.e., related to author's argument about the omnivore's dilemma) from after page 89 in the chapter. The explanatory response includes a detailed analysis, which explicitly links the described comparison to the development of the author's argument using explicit and inferred textual evidence. The evidence's relevance to the analysis is explained.

Student Work Sample Score Point 4

In the "Omnivore's Dilemma" Pollan used many comparisons to explain the omnivore's dilemma. One comparison Pollan uses is comparing French food culture to American food culture. The French may eat food which we think of as high fat and high carbohydrate like cheese and bread but they have lower rates of heart disease and obesity than Americans. Pollan says on page 94 that this "maybe because how we eat is just as important as what we eat."

The French follow rules and customs about how and how much they eat. Some of the customs are that the French eat small portions at their meals, not the kind of large portions Americans usually eat. Also, the French don't go back for seconds or snack when they are driving. Instead, they eat basic foods like cheese and bread. The French also rarely eat alone. Instead they usually have long meals with family and friends. That basically means that the French food culture means that they are eating the right amount of healthy food and having a good time with loved ones at the same time. The French culture helps the French solve the omnivore's dilemma of what and how much to eat.

The American food culture on the other hand is very different. We barely have one food culture to fall back on. Pollan says on page 92 that Americans "have never had a national food culture." This means that we are not like other places where you can say "French food" or "Spanish food" and that means what to eat and how to eat. Those places have a food culture but not us. Because Americans came from many countries, we don't have one strong food culture, so when it comes to food and eating, almost anything is acceptable. Americans do not have rules about eating so we have many choices and eat stuff like protein bars and "non-foods" and eat in places like our cars instead of at tables like many of the French. That is also why Pollan says on pages 92 and 93, people in American even a hundred years ago went on fad diets did crazy things like chewing pieces of food a hundred times. They listened and believed people who were not experts like Dr. John Haney Kellogg and Horace Fletcher.

The French may eat differently from American culture, but this has made them healthier. As you read in my essay, there are many reasons why. Culture can affect diets in ways you couldn't imagine before reading Pollan's chapter.

**Summary**

\* Student work sample content modified when necessary to achieve score point.

**Comment [A17]:** This is a valid comparison related to the author's argument about the omnivore's dilemma.

**Comment [A18]:** In these sentences the writer provides information inferred from the text and a direct quote to explain the comparison between French and American food culture.

**Comment [A19]:** Here the writer provides explicit and inferred details from the text to describe the French food culture and explains how it relates to the omnivore's dilemma.

**Comment [A20]:** Here the writer provides explicit and inferred details from the text to explain how the American food culture contributes to the omnivore's dilemma.

## Grade 7 Literacy: The Omnivore's Dilemma Annotated Student Work

This work sample provides an example of a score point 4 on the primary trait and secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument. (Score Point 4)	The student writer describes several comparisons between French food culture and American food culture that are related to the omnivore's dilemma. The writer uses both explicit and inferred textual evidence to support the comparisons and explains how the evidence is relevant to the author's argument	One possible next step for this student would include working to strengthen his/her concluding section or statement. The student may benefit from studying and discussing a variety of introductions and conclusions from other informative/explanatory texts noting their features and potential impact on readers.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing. (Score Point 4)	The writer consistently uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are a few grammatical and usage errors; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	N/A

### Primary Trait Score Point 3

Informative/explanatory text that describes a valid comparison (i.e., related to the author's argument about the omnivore's dilemma) from after page 89 in the chapter and that provides a general analysis of how the described comparison links to the development of the author's argument. The response includes textual evidence but the relevance of the textual evidence to the analysis is unexplained.

#### Student Work Sample Score Point 3

Michael Pollan uses a lot of comparisons that explains the omnivore's dilemma. One of the comparisons is between the French and the Americans. The French are a comparison of explaining the omnivore's dilemma because the French have a food culture and they solved the Omnivore's dilemma. According to page 94 in the chapter, the "French eat healthier because they eat traditional foods." The French don't eat snacks and they don't get seconds because they have French culture rules about how to eat. The French eats with their families and friends

**Comment [A21]:** This is a valid comparison related to the author's argument about the omnivore's dilemma.

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.



## Grade 7 Literacy: The Omnivore's Dilemma

### Annotated Student Work

and their "culture of food allows the French to enjoy their meals and be healthy at the same time" (p. 95). The food culture rules can cause the rate of obesity and diseases to decrease.

The comparison that Pollan uses is important because this shows that other countries know how to solve the omnivore's dilemma. But the United States won't follow the other countries or even try to solve this dilemma. The omnivore's dilemma is that Americans don't know what to eat anymore because they don't know whether they should eat healthy or not. They also don't know when to eat or if the food they are eating is healthy because the food industry puts unhealthy ingredients into food that we think is healthy. So, as you can see, the Americans are having a lot of trouble eating healthy and they don't even see it. Therefore, Americans are gaining a lot of weight, but other omnivores like the French don't have the same problem.

#### Summary

This work sample provides an example of a score point 3 on the primary trait and score point 4 on the secondary trait.

**Comment [A22]:** Here the writer provides explicit and inferred details from the text to describe the French food culture and generally explains how it relates to the omnivore's dilemma.

**Comment [A23]:** In these sentences the writer provides a general analysis of how the comparison between French and American food culture relates to the omnivore's dilemma.

**Comment [A24]:** Here the writer provides inferred details from the text to describe the American food culture.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument. (Score Point 3)	The student writer describes several comparisons between French food culture and American food culture that are related to the omnivore's dilemma. The writer uses both explicit and inferred evidence from the text as evidence to support the comparisons. The writer only generally explains how the evidence relates to the omnivore's dilemma. The relevance of the textual evidence to the analysis is unexplained.	One possible next step would include instructional support on how to strengthen his/her analysis of a described comparison by citing and explaining textual evidence directly linked to the development of the author's argument. The student may benefit from a supported close reading of the text noting the author's argument or claim on an organizer, the textual evidence supporting the claim, and the explanation or warrants that link the evidence to the author's argument or claim. The student may also need support to organize the charted analysis into a multi-paragraph paper.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English	The writer generally uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

## Grade 7 Literacy: The Omnivore's Dilemma

### Annotated Student Work

focusing on punctuation, simple and compound sentences, and spelling when writing. (Score Point 4)	some grammatical and usage errors, especially in terms of subject/verb agreement; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	
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#### Primary Trait Score Point 2

Informative/explanatory text that is mostly the restatement or description of a valid comparison (i.e., related to the author's argument about the omnivore's dilemma) with little analysis of how the described comparison contributes to the development of the author's argument. The explanation cites textual evidence, but the evidence is not explained or relevant to the stated analysis.

#### Student Work Sample Score Point 2

Pollan uses alot of comparisons to explain the Omnivore's dilemma. As you might ask, "What is the Omnivore's dilemma. To explain, Pollan uses different comparisons. One of them was French Culture and American culture.

The comparison I chose compares French culture and American culture. One textual evidence on page 94 is, "Yet their rates of heart disease and obesity are lower than the health-crazy American." That quote compares the rate of heart disease and obesity in France to America. It explains how the French have a lower rate than Americans.

He also compares how the French and Americans eat and rules. On page 94 it quote, "French cultures includes a set of customs and rules about how to eat. For example, the French eat small portions and don't go back for seconds." On page 95 it also quotes, "Because we have no food culture in America, almost every question about eating is up for grab." The first quote explains a rule the French have about eating. The second quote explains how Americans have no rules and take whatever is left.

Therefore, this comparison explains the different cultures in food between France and America. Pollan uses a lot of comparisons that explains the omnivore's dilemma.

#### Summary

This work sample provides an example of a score point 2 on the primary trait and secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Explanation includes a description of a central idea and an analysis using explicit and inferred	The student writer describes a few comparisons between French and American culture, but he/she does not explain how they are related to the omnivore's dilemma. The writer uses	One possible next step for this student would include learning how to identify central ideas and supporting details in an

**Comment [A25]:** This is a valid comparison.

**Comment [A26]:** Here the writer provides textual evidence to compare health in France and America. The evidence is not explained and there is little analysis of how the described comparison contributes to the omnivore's dilemma.

**Comment [A27]:** In these sentences the writer provides textual evidence to compare the eating rules in France and America. The evidence is not explained and there is little analysis of how the described comparison contributes to the omnivore's dilemma.

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 7 Literacy: The Omnivore's Dilemma**  
**Annotated Student Work**

textual evidence of how the central idea contributes to the development of the author's argument. (Score Point 2)	too many quotes given the paper's purpose and length and rarely makes inferences about the text. The quotations without explanation do not serve as evidence of the omnivore's dilemma.	informational text. The student may benefit from practicing with a three-column chart where he/she is asked to select and explain the central ideas and corresponding details from the text that best support the author's argument.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing. (Score Point 2)	The writer only sometimes uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are some grammatical and usage errors, especially in spelling (alot) and sentence structure.	N/A

**Primary Trait Score Point 1**

Informative/explanatory text that is a restatement of a comparison that may or may not be valid (i.e., related to the author's argument about the omnivore's dilemma). Explanation provides no analysis of how the comparison contributes to the development of the author's argument.

Student Work Sample Score Point 1

The comparison I'm using is the comparison of the French to the Americans. The French seem to be healthier than the Americans. There are different reasons why.

The French people don't eat outside in cars or on the sidewalk. They have family dinners. Americans have family dinners too. Usually you would see us "snacking" on some food. Even when we're outside. "They seldom eat alone." This is a statement about the French. This explains how French people hardly eat alone.

Americans snack. French people don't usually snack. We have foods that we can eat in our car and on the street. The French don't have that. The passage states "The protein bar or Pop-Tart is designed to be consumed in the car on the way to school or to work." Which mean that we eat snacks, while French eat meals.

The French also eat their food slowly. They have no need to rush and eat. Mostly they eat with their family, so they are there to keep them company. "They don't go back for seconds." This also explain how we eat bigger portions.

In conclusion, we eat more than the French people. We eat snacks and we go back for seconds. These are the reasons why French people are healthier than us even though they still cook with butter. We need to start doing this.

**Summary**

This work sample provides an example of a score point 1 on the primary trait and secondary trait.

**Comment [A28]:** This is not a valid comparison.

**Comment [A29]:** In these sentences the writer describes French and American eating routines using details from the text. The evidence is not explained and there is little analysis of how the described comparison contributes to the omnivore's dilemma.

Criterion & Score Point	Evidence	Instructional Next
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**Grade 7 Literacy: The Omnivore's Dilemma**  
**Annotated Student Work**

		<b>Steps<sup>+</sup></b>
<b>Primary Trait:</b> Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument. (Score Point 1)	The student writer's statement that "The French seem to be healthier than the Americans" is invalid because it is not related to the omnivore's dilemma. The writer provides random details from the text without explanation. He/she provides no analysis of how the comparison contributes to the development of the author's argument.	One possible next step for this student would include support for identifying central ideas and supporting details in an informational text. The student may benefit from practicing with a three-column chart where he/she is asked to select and explain central ideas and corresponding details from the text that best support the author's argument.
<b>Secondary Trait:</b> Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing. (Score Point 1)	There is little evidence of the writer's use of standard English grammar and usage, including accepted use of simple and compound sentences and spelling. There are some grammatical and usage errors especially in terms of sentence structure; the sentences are short and choppy and the writer's word choices do not demonstrate precise language.	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.



# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

# Unit Outline-Grade 7 Literacy

**INTRODUCTION:** This unit outline provides guidance on how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

## Grade 7 Literacy: Choosing What and How to Eat

### UNIT TOPIC AND LENGTH:

This unit uses the topic of food choice as the medium by which to teach students how to analyze and navigate informational text. Students will write an essay demonstrating their mastery of the content and their ability to synthesize information from text. Suggested unit length 2-3 weeks.

### COMMON CORE LEARNING STANDARDS:

- Ø **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Ø **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Ø **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Ø **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Ø **RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Ø **W.7.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to inform about or

## Unit Outline-Grade 7 Literacy

<p>explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Ø <b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>Ø <b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b) Spell correctly.</p>	
<p><b>BIG IDEAS/ENDURING UNDERSTANDINGS:</b></p> <p>Ø Knowledge of the features and format of a nonfiction text enhance the understanding of the text.</p> <p>Ø One's reading and information gathering has the potential to influence the choices that we make.</p> <p>Ø Writers who keep a specific audience in mind are able to clearly convey their ideas to the reader(s).</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>Ø How does interaction with a text provoke thinking and response?</p> <p>Ø Why are the choices we make influenced by reading informational and literary texts?</p> <p>Ø How does a writer create informational and persuasive pieces that respond to topic, purpose, and audience?</p>
<p><b>CONTENT:</b></p> <p><b>Text Structure</b></p> <p>Ø Headings and Sub-headings</p> <p>Ø Inserts (text within text)</p> <p>Ø Graphics: pictures</p> <p>Ø Captions</p> <p>Ø Use of italics</p> <p>Ø Concluding sentence or paragraph</p> <p>Ø Questioning sentences</p> <hr/> <p><b>Reading Literary and Informational Texts</b></p> <p>Ø Literary and informational text components</p> <p>Ø Main ideas, arguments, and themes</p> <p>Ø Supporting textual details</p>	<p><b>SKILLS:</b></p> <p>Ø <b>Identify</b> headings and sub-headings within the text and explain how they aid comprehension.</p> <p>Ø <b>Identify</b> inserts and explain their purpose within the text.</p> <p>Ø <b>Explain</b> how the use of graphics can support the main idea, theme, or argument within text.</p> <p>Ø <b>Explain</b> how the captions of pictures can aid in understanding a written text.</p> <p>Ø <b>Determine</b> the use of italics within the text.</p> <p>Ø <b>State</b> how the use of a concluding sentence or paragraph can enhance the understanding of a text.</p>

## Unit Outline-Grade 7 Literacy

<ul style="list-style-type: none"> <li>Ø Author's purpose</li> <li>Ø Comparison/Contrast to support an argument</li> <li>Ø Assessment of author's arguments and support within a text</li> <li>Ø Domain specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Ø <b>Discuss</b> how the author's use of questioning sentences can assist in the development of the main idea, theme, or argument.</li> </ul>
<hr/> <p><b>Informational and Explanatory Writing</b></p> <ul style="list-style-type: none"> <li>Ø Essay writing format</li> <li>Ø Comparison/Contrast format</li> <li>Ø Awareness of audience</li> <li>Ø Conventions of Standard English</li> <li>Ø Response to probes with textual support</li> <li>Ø Analysis of relevant content</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>Ø <b>Explain</b> the similarities and differences of the literary and informational text components.</li> <li>Ø <b>Determine</b> the central idea and analyze its development throughout the text.</li> <li>Ø <b>Identify</b> textual support and evaluate its effectiveness</li> <li>Ø <b>Determine</b> the author's purpose and explain if the purpose was indeed accomplished.</li> <li>Ø <b>Identify</b> examples of comparison and contrast within the text.</li> <li>Ø <b>Evaluate</b> the effectiveness of the comparison/contrast as textual support for the author's purpose or argument.</li> <li>Ø <b>Assess</b> the author's claims and counter-claims used as support within the text to determine if the author's reasoning is sound.</li> <li>Ø <b>Determine</b> the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Ø <b>Identify</b> the components of an essay and apply those components in writing.</li> <li>Ø <b>Create</b> written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</li> <li>Ø <b>Produce</b> clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</li> <li>Ø <b>Demonstrate</b> command of the conventions of Standard English capitalization, punctuation and spelling when writing.</li> <li>Ø <b>Use</b> appropriate transitions to improve</li> </ul>



## Unit Outline-Grade 7 Literacy

	<p>the coherence of written texts.</p> <ul style="list-style-type: none"> <li>Ø <b>Add</b> relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</li> <li>Ø <b>Cite</b> textual evidence to support written responses and apply conventions of Standard English grammar.</li> <li>Ø <b>Write</b> informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</li> </ul>								
<p><b>ASSESSMENT EVIDENCE AND ACTIVITIES:</b></p> <p><b>INITIAL ASSESSMENT :</b></p> <p>After reading the first three sections (pp. 85-89) of “The Omnivore’s Dilemma,” students will be asked to write a one page response explaining what the author means by the omnivore’s dilemma and analyzing the causes of the dilemma using evidence from the text. <i>Please see assessment task 1 for full details and the exact prompt.</i></p>									
<p><b>FORMATIVE ASSESSMENT:</b></p> <p>Students will be asked to select a comparison that the author makes after page 89 in “The Omnivore’s Dilemma” and write a one-page response briefly describing the comparison and then analyzing how the comparison helps Pollan develop his argument about the omnivore’s dilemma. <i>Please see assessment task 2 for full details and the exact prompt.</i></p>									
<p><b>FINAL PERFORMANCE TASK:</b></p> <p>Students will be asked to write an informative/explanatory essay of approximately one page in which they analyze how Pollan in his chapter, “The Omnivore’s Dilemma,” organized and developed his argument regarding the omnivore’s dilemma. <i>Please see assessment task 3 for full details and the exact prompt.</i></p>									
<p><b>VOCABULARY:</b></p> <p>Ø Informational Text, Literary Text, Text Structure, Textual evidence</p> <p><b>Vocabulary/ Word Origin/ Latin Meaning</b></p> <table> <tr> <td>Omnivores</td><td>Omne (all, everything)</td></tr> <tr> <td>Carnivores</td><td>Carne (meat)</td></tr> <tr> <td>Herbivores</td><td>Herb (grass or green plant)</td></tr> <tr> <td></td><td>Vore(vorare) (to eat or devour)</td></tr> </table>		Omnivores	Omne (all, everything)	Carnivores	Carne (meat)	Herbivores	Herb (grass or green plant)		Vore(vorare) (to eat or devour)
Omnivores	Omne (all, everything)								
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Herbivores	Herb (grass or green plant)								
	Vore(vorare) (to eat or devour)								

# Unit Outline-Grade 7 Literacy

## **LEARNING PLAN & ACTIVITIES:**

### **NOTETAKING:**

Students can choose the note-taking template that they wish to use while they are reading “The Omnivore’s Dilemma.” Through note-taking, they will be able to collect the evidence used by the author to support his opinions about eating choices and the omnivore’s dilemma.

### **Note-taking to Answer Questions**

Students should begin their reading by brainstorming questions that they predict will be answered by the text. This may be done as a whole class or individually. The teacher may also give students the questions. Once students have 3-4 questions, they use this graphic organizer to find evidence offered by the author to answer those questions. They then evaluate the evidence for its accuracy and strength in supporting the author’s argument.

### **Reflective Note-taking**

Reflective note-taking is valuable for students to guide them through thinking about the information they are reading as they are reading it. Using the graphic organizer, students are led to take notes in their own words and then to reflect on and react to those notes with their own questions, opinions, responses, and evaluative comments. Once students have completed this note-taking sheet, they will have thought through the author’s arguments, formed an opinion about the strength of the arguments, and have gathered the evidence to be able to trace the line of argument used by Pollan in the text.

### **ANALYZING ARGUMENTS:**

Students can use two different methods to analyze the arguments used by Pollan: cause and effect or fact vs. opinion. These graphic organizers will help students develop a plan for their writing.

### **Cause-Effect Chart**

Students identify one cause of the omnivore’s dilemma (*Why is it hard to choose what and how to eat?*) and note three effects of that cause. The effects may be stated as student-written summaries or with use of short quotations from the text. This graphic organizer will be helpful if students plan to use a cause-effect organization for their final assessment task.

### **Fact vs. Opinion**

Another way that students can assess the argument offered by Pollan is to analyze his use of fact vs. opinion. With this graphic organizer, students note the facts and the opinions, with reasons for their classification as fact or opinion. Students will be able to analyze the strength of the author’s argument by looking at the balance of fact and opinion and by analyzing the validity of both.

### **CEI: Claim, Evidence and Interpretation**

This graphic organizer leads students through the thinking process of determining the claim (or argument) of the author, determining the evidence used by the author to back up his claim, and then analyzing and interpreting the evidence to assess the strength of the author’s claim. By organizing their thinking beforehand, students will have developed an outline for their final assessment task.

### **DEVELOPING A LINE OF ARGUMENT OR OPINION:**

Once students have analyzed the text and determined the author’s argument and evidence, they need

## Unit Outline-Grade 7 Literacy

to develop their own argument that they will write and support in the final assessment task. Two graphic organizers will help them develop their own thinking.

### **Supporting an Opinion**

To complete the final assessment task, students must develop an opinion about Pollan's ideas. This graphic organizer asks students to state their opinion in a concise sentence and then think through both the reasons they formed that opinion and the evidence from the text that supports that opinion. Students can use this organizer as an outline for their writing assignment.

### **Developing a Line of Argument**

Students may be able to see two points of view about eating in America by reading Pollan's article. As they are developing their own response to Pollan and his line of argument, students may want to identify the two points of view with the evidence used to back up each one. Using this graphic organizer will lead to students developing a line of argument that gives credence to the evidence supporting two points of view, but then results in a conclusion by the students themselves.

### **MAIN IDEA /KEY IDEAS AND SUMMARY:**

Using this graphic organizer may help students organize the information extracted from each subsection of "Omnivore's Dilemma." Having a snap shot summary of each sub-section can assist students in organizing their thinking and responding to the task in a strategic succinct manner.

### **COMPARE AND CONTRAST:**

Included in the resource section are two videos that relate to the topic covered in the "Omnivore's Dilemma." Michael Pollan, the author of "Omnivore's Dilemma," stars in one of the videos ("Food, Inc"). This graphic organizer can be used to record the similarities and differences noticed between the article and the videos or between the two videos.

### **GRAPHIC ORGANIZER TEMPLATES:**

For graphic organizer templates that can be used as formative assessment tools for many of the skills of the Common Core, see the *Information Fluency Continuum* of the NYC Office of Library Services at <http://schools.nyc.gov/academics/libraryservices/standardsandcurriculum> and look under "**Information Fluency Continuum 2010 Priority Benchmark Skills and Assessments.**"

### **VIDEO VIEWING ORGANIZER:**

In the resource section are two videos that can be used to help students see the connection between what they are currently studying and the world around them as it relates to food. Using this graphic organizer can help focus students as they are viewing the video.

### **RESOURCES:**

#### **Multi-Media Resources:**

**Video:** Food Inc. Directed by Robert Kenner. Starring Michael Pollan, Michael Pollan, Eric Schlosser and Gary Hirshberg

<http://www.foodincmovie.com/>

**Video:** The Future of Food. By Deborah Koons Garcia

<http://www.thefutureoffood.com/>

## Unit Outline-Grade 7 Literacy

### **Websites:**

<http://www.dairycouncilofca.org/Tools/MyPyramid/>

<http://www.nutritionexplorations.org/kids/activities-main.asp>

<http://www.nyc.gov/html/doh/downloads/pdf/survey/survey-2009fitnessgram.pdf>

### **Texts:**

Pollan, M. (2009). The omnivore's dilemma. The Omnivore's Dilemma: The secrets behind what you eat (Young reader's edition) (pp. 85-96). New York: Penguin.

### **Articles**

[http://www.washingtonpost.com/blogs/the-checkup/post/myplate-might-actually-work/2010/12/20/AGALDIHH\\_blog.html](http://www.washingtonpost.com/blogs/the-checkup/post/myplate-might-actually-work/2010/12/20/AGALDIHH_blog.html)

<http://www.timesunion.com/opinion/article/School-buses-no-place-for-junk-food-ads-1418094.php>

<http://www.nytimes.com/2011/06/03/business/03plate.html?hp>

<http://healthland.time.com/2009/10/26/whats-in-your-bowl-the-top-10-least-nutritious-cereals/>  
(this mentions "your tot" but is otherwise helpful because it looks at popular cereals and marketing used to sell them to kids and parents).

<http://healthland.time.com/2011/05/12/cafeteria-cams-track-students-calorie-consumption-at-school/>

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 7, Task #1**

**TASK:** Write a response of approximately one page explaining and analyzing ideas of the first three sections (pp. 85-89) of “The Omnivore’s Dilemma.” First, explain what the author means by the phrase omnivore’s dilemma. Then, analyze the causes of the dilemma using several pieces of evidence including what the author tells us directly and what we can infer from the text. Your response should be written for an audience that is familiar with the text and follow the conventions of standard English, including accepted use of simple and compound sentences and spelling.

Answer the questions below to plan your writing. Your answers will be collected but not graded. After you’ve written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**

**Compose Your Essay in the Space Below:**

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Grade 7: PBA on Informational Text, Task 1  
CCSS: RI.7.1, RI.7.4; L.7.1, L.7.2

**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?



## Section B: Scoring Guides for Assessment Task 1

### Primary Trait Scoring Guide for Grade 7 Assessment Task 1 Informative/Explanatory Text

**Primary Trait:** Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text.

#### Scoring Guide

Score Point	Description
4	Informative/explanatory text that accurately explains the phrase omnivore's dilemma and provides sufficient pieces of textual evidence to support an analysis of the causes of the dilemma. The analysis draws on what the text says explicitly as well as what can be inferred and includes no misconceptions about the text.
3	Informative/explanatory text that explains the omnivore's dilemma generally using limited textual evidence. The explanation of the textual evidence includes reasons why the author believes the dilemma exists. There are no misconceptions about the text.
2	Informative/explanatory text that explains the omnivore's dilemma generally with only one piece of textual evidence related to a reason why the author believes the dilemma exists. There are misconceptions about the text.
1	Informative/explanatory text that provides a partial or inaccurate explanation of the omnivore's dilemma. There are misconceptions about the text.

**Secondary Trait Scoring Guide for  
Grade 7 Assessment Task 1  
Informative/Explanatory Text**

**Secondary Trait of Assessment Task 1:** Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling.

**Scoring Guide**

<b>4</b>	Consistently uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
<b>3</b>	Generally uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
<b>2</b>	Only sometimes uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
<b>1</b>	Little evidence of use of standard English grammar and usage, including accepted use of simple and compound sentences and spelling.

## Explicit Statements about What Will Be Expected As Evidence of a Score Point 4

**Primary Trait:** Explanation that determines meaning of figurative phrase and cites textual evidence to support an analysis of explicit and inferred information from a text.

### Score Point 4

Informative/explanatory text that accurately explains the phrase omnivore's dilemma and provides sufficient pieces of textual evidence to support an analysis of the causes of the dilemma. The analysis draws on what the text says explicitly as well as what can be inferred and includes no misconceptions about the text.

#### **Example of part of an explanation of the phrase, omnivore's dilemma, using textual evidence from pages 85-89:**

Human beings are creatures of nature who can live on a variety of food and in fact thrive on a diet of a variety of food including meat, vegetables, fruit, and plants. In effect, they are natural omnivores. According to Pollan, the text's author, today's humans have a dilemma or problem as omnivores when, given modern advances in agriculture and food processing, they have too many food choices and do not know, given their culture or education, how to make healthy and environmentally-viable food choices.

#### **Examples of a few explicit and inferred reasons for the omnivore's dilemma:**

Explicit: Large supermarkets, which many humans use, are filled with an overwhelming array of good and poor food choices at all times of the year, and it is hard for humans to make only healthy choices.

Inferred: Pollan provides one perspective on eating problems related to the omnivore's dilemma. He is not presenting a balanced argument about food and food choices humans make.

Explicit: Americans no longer have a "culture of food" (p. 86) that was passed down through generations that tells us what to eat.

Inferred: If Americans were more traditional, we would have a strong food culture that emanated from the culture of our ancestors.

Explicit and inferred: As omnivores, humans have a natural craving for sugar. This sugar craving is being exploited by food processors, who put sugar flavoring in many processed foods to appeal to consumers. Consumers eat more of this food due to its sugar taste than they need to survive and, as a result, become unhealthy and overweight.

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 7, Task #2**

**TASK:** Pollan uses many comparisons to develop the idea of the omnivore's dilemma. Select one comparison from after page 89 of the chapter, "The Omnivore's Dilemma." Write a response of approximately one page in which you first briefly describe the comparison and then analyze how the comparison helps Pollan develop his argument about the omnivore's dilemma. Use textual evidence, including what the author tells us directly and what we can infer from the text, to support your response. Your response should be written for an audience that is familiar with the text and follow the conventions of standard English, including accepted use of simple and compound sentences and spelling.

Answer the questions below to plan your writing. Your answers will be collected but not graded. After you've written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**

**Compose Your Essay in the Space Below:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Grade 7: PBA on Informational Text, Task 2  
CCSS: RI.7.1, RI.7.2; L.7.1, L.7.2

**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?

## Section B: Scoring Guides for Assessment Task 2

### Primary Trait Scoring Guide for Grade 7 Assessment Task 2 Informative/Explanatory Text

**Primary Trait:** Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument.

#### Scoring Guide

Score Point	Description
4	Informative/explanatory text that describes a valid comparison (i.e., related to author's argument about the omnivore's dilemma) from after page 89 in the chapter. The explanatory response includes a detailed analysis, which explicitly links the described comparison to the development of the author's argument using explicit and inferred textual evidence. The evidence's relevance to the analysis is explained.
3	Informative/explanatory text that describes a valid comparison (i.e., related to the author's argument about the omnivore's dilemma) from after page 89 in the chapter and that provides a general analysis of how the described comparison links to the development of the author's argument. The response includes textual evidence but the relevance of the textual evidence to the analysis is unexplained.
2	Informative/explanatory text that is mostly the restatement or description of a valid comparison (i.e., related to the author's argument about the omnivore's dilemma) with little analysis of how the described comparison contributes to the development of the author's argument. The explanation cites textual evidence, but the evidence is not explained or relevant to the stated analysis.
1	Informative/explanatory text that is a restatement of a comparison that may or may not be valid (i.e., related to the author's argument about the omnivore's dilemma). Explanation provides no analysis of how the comparison contributes to the development of the author's argument.



**Secondary Trait Scoring Guide for  
Grade 7 Assessment Task 2  
Informative/Explanatory Text**

**Secondary Trait of Assessment Task 1:** Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing.

**Scoring Guide**

4	Consistently uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
3	Generally uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
2	Only sometimes uses standard English grammar and usage, including accepted use of simple and compound sentences and spelling.
1	Little evidence of use of standard English grammar and usage, including accepted use of simple and compound sentences) and spelling.

## Explicit Statements about What Will Be Expected as Evidence of a Score Point 4

**Primary Trait:** Explanation includes a description of a central idea and an analysis using explicit and inferred textual evidence of how the central idea contributes to the development of the author's argument.

### Score Point 4

Informative/explanatory text that describes a valid comparison (i.e., related to author's argument about the omnivore's dilemma) from after page 89 in the chapter. The explanatory response includes a detailed analysis, which explicitly links the described comparison to the development of the author's argument using explicit and inferred textual evidence. The evidence's relevance to the analysis is explained.

<b>Examples of Valid Comparisons After Page 89 of "The Omnivore's Dilemma"</b>	<b>Examples of Explanations that Provide an Analysis That Relates the Comparison to the Author's Argument</b>
On pages 94-95, Pollan compares the French food culture to the American food culture	Unlike the French who have clear traditions of what and how to eat that have been passed down through generations, America has no such uniform approach to eating. Whereas the French do not snack, "go back for seconds," or eat large portions, Americans consider everything related to food and eating "up for grabs": American can eat high-caloric foods and lots of carbs if they choose, or they can observe a vegetarian diet or drink a protein shake as a meal. According to Pollan, this complicates the dilemma by leaving the choice about what, how much, and when to eat up to individuals, food companies, or people who pass themselves off as experts instead of observing the customs and rules of the larger group (i.e., culture) to inform food choices.
On page 96, Pollan compares Americans' family eating habits of today with those of the past.	Years ago, families gathered around the same table to eat the same foods. Although Pollan says, "about 47 percent of American families say they still eat together every night" (p. 96), it's not exactly the same kind of family dinner meal from times past. Instead of everyone in a family sitting down at the same time to eat the same meal, everyone might be eating something different at different times and in different places in the house. According to the author, families' eating separately or at different times, eating in different places, and choosing what to eat, robs us of the communal and social aspects of eating that could help to inform our food choices, thus adding to our omnivore's dilemma.

Name\_\_\_\_\_ Class\_\_\_\_\_

**Notetaking to Answer Questions**

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

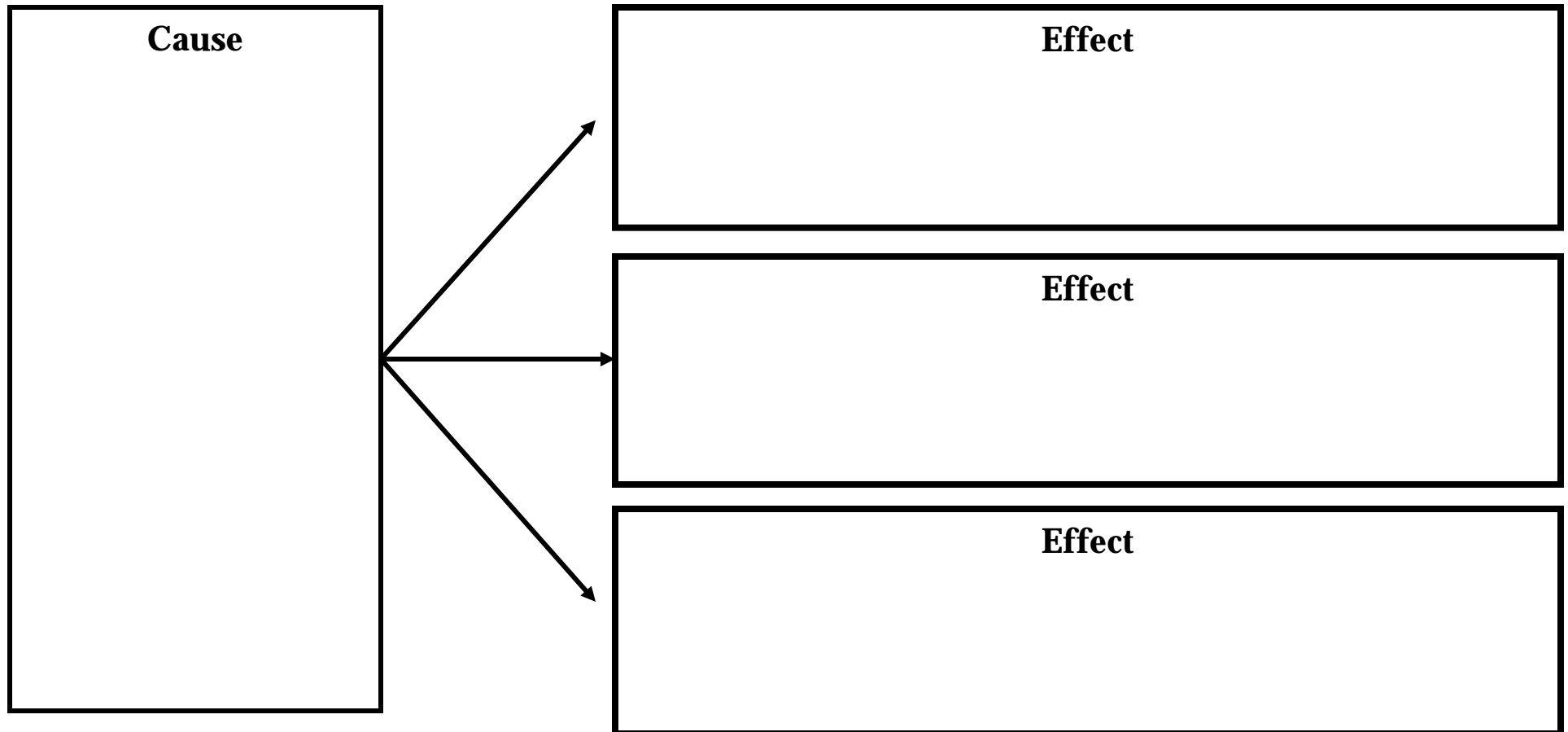
Name \_\_\_\_\_ Class \_\_\_\_\_

### **Reflective Notetaking**

<b>Question:</b>		
<b>Source/Pg</b>	<b>Notes in Own Words – Answers to Question</b>	<b>Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)</b>

Name \_\_\_\_\_ Class \_\_\_\_\_

### Cause-Effect Chart



Name\_\_\_\_\_ Class\_\_\_\_\_

## **FACT VS. OPINION**

**Directions:** Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out.

*Facts* are objective (i.e., they can be proven).

- *The White House is where the president lives.*

*Opinions* are subjective (i.e., they express a preference or bias).

- *I think all dogs are mean.*

	<b>Text details &amp; direct quotes from text</b>	<b>Explain how you know the details are facts or opinions</b>
<b>FACTS</b>		
<b>OPINIONS</b>		

Name\_\_\_\_\_Class\_\_\_\_\_

## **CEI: Claim, Evidence and Interpretation**

**Claim:**

**Evidence:** Examples, quotes, textual references that support the claim ...

**Interpretation:** An explanation and/or analysis of the evidence

Name\_\_\_\_\_ Class\_\_\_\_\_

## Supporting an Opinion

OPINION:	
REASONS	EVIDENCE



Name \_\_\_\_\_ Class \_\_\_\_\_

**Developing a Line of Argument**  
**Multiple Perspectives: Point/Counterpoint**

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is. . .because. . .	

Name\_\_\_\_\_

Main Idea	Key Vocabulary
Brief Summary	

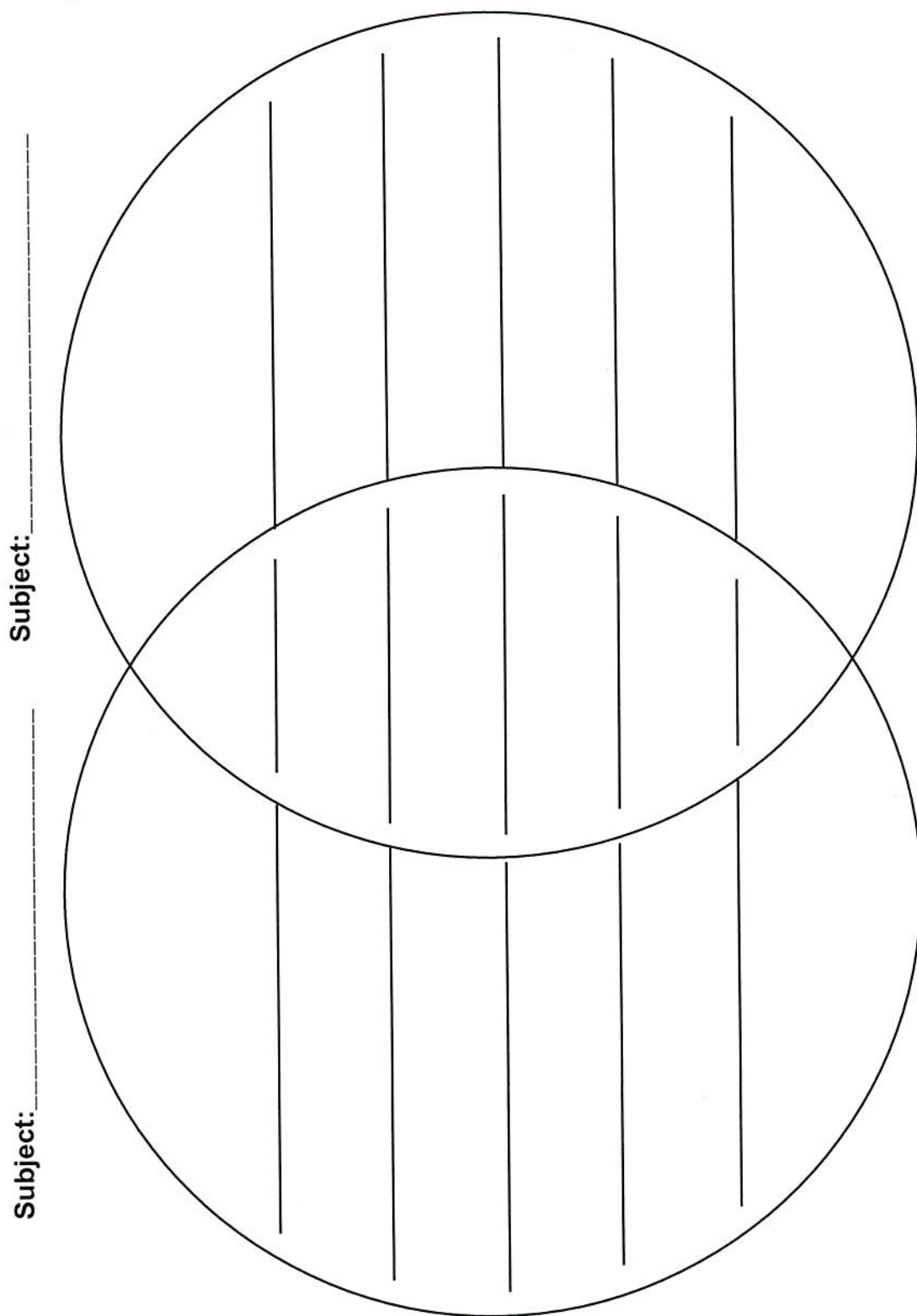
Name: \_\_\_\_\_

	What materials presented in this video, relates to the topic in the article, The Omnivore's Dilemma?	The article you read was broken down into sub-sections, what are the features of this nonfiction video?	Compare and contrast the nonfiction article with this video? Why might someone choose to present information by video rather than through an article? Why might someone present information through an article rather than through a video?
Video #1			
Video # 2			

Name \_\_\_\_\_ Date \_\_\_\_\_

## Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.





# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

## ***Grade 7 Literacy: The Omnivore’s Dilemma***

### ***Supports for English Language Learners***

The following scaffolds can be used to provide access and engage ELLs as they prepare for the final performance task.

#### **Pre-Reading Activities:**

##### **Vocabulary Instruction**

ELLs need to be taught some vocabulary explicitly prior to reading the excerpt, especially the word “dilemma,” which is a cognate and has a few simple synonyms that students will understand. However, the word’s meaning is more complicated in this context. Therefore, teachers should spend some time clarifying the subtlety of the word and give a few examples to illustrate its meaning.

The selection of vocabulary, which should be made based on students’ language proficiency, can include the following: *modern, food fads, culture, diet, source, solvable/unsolvable, and high-energy/low-energy*. The teacher should also consider whether other words should be taught explicitly.

##### **Quick-Write**

To engage students in the content of the reading and determine students’ familiarity with what will be presented by the author, provide the following prompts for a Quick-Write:

- What informs your decisions about the foods you eat? Is it you or a family member? Are they typical of your culture or something that you love to eat? Give examples.

##### **Text Analysis**

To prepare for these tasks, ask students to address how the author of the Omnivore’s Dilemma presents his argument, teachers of ELLs should make sure that ELLs have had prior experience in analyzing text structures and writing styles. This should be modeled with a text that students already are familiar with so they are not learning new content as they focus on the author’s techniques.

Teachers should model the analysis of the writing by:

- labeling the text structures (see page 31)
- using Think Aloud statements that model how, as readers, students can understand the ways in which the author presented his/her ideas
- discussing the writer’s specific audience and purpose for writing

#### **During-Reading Activities:**

##### **Reading with a Focus**

Teachers of ELLs should direct students to read the excerpt using the matrix below. Students can summarize the ideas presented or take direct quotes from the text. This matrix encourages ELLs to read the text with a specific focus on the main ideas presented in the text that will be the basis for the writing.

What is the “Omnivore’s Dilemma”?	What are the causes?

### Schema Building Matrix

Teachers should have ELLs work in pairs on the matrix below in order to further develop the understanding of comparisons made in the text. For ELLs who may need additional scaffolding, teachers should provide sentence stems that introduce them to linguistically and syntactically more complex expressions. This further adds to ELLs’ conceptual understanding of the comparisons offered in the text.

Comparison Categories/Examples	Author’s Argument ( <i>Why did the author make the comparison?</i> )
<b><i>Modern Omnivores vs. Early Humans</i></b> <ul style="list-style-type: none"> <li>Eating habits <i>While modern omnivores display _____ eating habits, early humans displayed _____ eating habits.</i></li> <li>Food choices <i>Today, modern omnivores make their choices based on _____, while early humans made their choices based on _____.</i></li> </ul>	
<b><i>Americans vs. French</i></b> <ul style="list-style-type: none"> <li>Eating habits</li> <li>Food choices/portions</li> </ul>	
<b><i>Humans vs. Rats</i></b> <ul style="list-style-type: none"> <li>Eating habits</li> <li>Food choices</li> </ul>	

**Pre-Writing Activities:**

Teachers of ELLs need to ensure that students have been exposed to good models of informative/explanatory essays prior to engaging in the final performance task. Because informative/explanatory writing as a genre may differ in other languages, teachers should take time to teach the structure of explanatory writing explicitly.





# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA SUPPORTS FOR STUDENTS WITH DISABILITIES

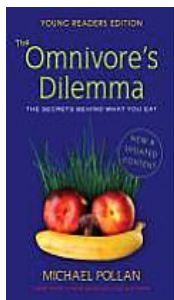
# GRADE 7 LITERACY: THE OMNIVORE'S DILEMMA

## Instructional Supports for Students with Disabilities Using UDL Guidelines

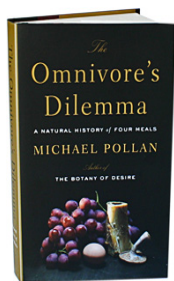
### **Instructional Resources for Teachers**

Student experiences are important in building and developing schema. Teachers can access students schema by using multiple modalities to support student understanding of the subject matter. It is important that teachers use different tools and guidelines to support the various student learning styles and provide increased access to prior knowledge. Teachers can familiarize students with vocabulary and new concepts through pre-teaching strategies that represent content in various ways.

(CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)



- Teacher's Guide and Activity Kit for ***The Omnivore's Dilemma: The Secrets Behind What You Eat*** (Young Readers Edition)  
<http://us.penguinroup.com/static/images/yr/pdf/tl-guide-omnivores-dilemma.pdf>
- A resource guide for K12 teachers and students currently reading Michael Pollan's books  
<http://libraryschool.campusguides.com/content.php?pid=213225&sid=1774377>
- Visit Michael Pollan's website. He has organized resources and FAQs into six categories: *Sustainable Eating & Nutrition, Growing Food, Politics & Policy, Animal Welfare, Journalism & Writing, and For Parents & Kids.*  
<http://michaelpollan.com/resources/>
- Visit Bookshare.org which provides digital text free for students with print disabilities  
<http://www.bookshare.org/>



- Teacher's Guide to ***The Omnivore's Dilemma: A Natural History of Four Meals*** by Micheal Pollan  
[http://www.teachervision.fen.com/tv/printables/penguin/omnivores\\_dilemma\\_tg.pdf](http://www.teachervision.fen.com/tv/printables/penguin/omnivores_dilemma_tg.pdf)
- Michael Pollan offers an overview of his book:  
[www.youtube.com/watch?v=kFpjskn3\\_Pc](http://www.youtube.com/watch?v=kFpjskn3_Pc)  
<http://www.youtube.com/watch?v=AEUxk12U9ZQ>
- Real-Life Dilemmas Make Learning Fun  
Learning through case studies requires the participants to engage in a dilemma that asks relevant questions, thereby promoting interest and motivation.  
<http://www.extension.umn.edu/distribution/youthdevelopment/00075.pdf>

## I. Provide Multiple Means of Representation

*The “what” of learning. How does the task present information and content in different ways? How do students gather facts and categorize what they see, hear, and read? How are they identifying letters, words, or an author’s style?*

### Guideline 1: Offer alternatives for perception

Learning is impossible if information is imperceptible to the learner, and difficult when information is presented in formats that require extraordinary effort or assistance. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all learners by: 1) providing the same information through different modalities (e.g., through vision, hearing, or touch); 2) providing information in a format that will allow for adjustability by the user (e.g., text that can be enlarged, sounds that can be amplified). Such multiple representations not only ensure that information is accessible to learners with particular sensory and perceptible disabilities, but also easier to access and comprehend for many others. (CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

- ❖ Checkpoint 1.2 – ***Offer alternatives for auditory information***
- ❖ Checkpoint 1.3 – ***Offer alternatives for visual information***

- Provide access to technology

#### Digital text

Convert any scanned reading material into digital text with a scanner that has optical character recognition. This allows it to be read aloud by text to speech software and also customized to meet visual needs (enlarged font, shaded background, etc.). Books are increasingly available for purchase as digital books through online booksellers and free ebooks are available at **Project Gutenberg** University of Virginia library. For learners with a documented visual and print disability, a subscription is available to the vast online repositories of digital books at **Bookshare.org** and **Recordings for the Blind and Dyslexic**.

#### Text-to-speech (TTS) software with electronic references

Providing a read aloud through TTS supports learners' comprehension and vocabulary. Many students with dyslexia have better listening than reading comprehension. TTS programs, especially those with highlighting as the text is read provides a model of fluent reading, supports vocabulary development, and frees attention for annotation and active comprehension.

#### Annotations and study skill features

Literacy software with text-to-speech and study skill features can assist learners to be active readers. Teach readers how to annotate with virtual *post-it notes*, *bookmarking*, *highlighting*, and *color coding*.

### Guideline 3: Provide options for comprehension

Information is more accessible and likely to be assimilated by learners when it is presented in ways that primes, activates, or provides any pre-requisite knowledge. Barriers and inequities exist when some learners lack the background knowledge that is critical to assimilating or using new information. However, there are also barriers for learners who have the necessary background knowledge, but might not know it is relevant. Those barriers can be reduced when options are available that supply or activate relevant prior knowledge, or link to the pre-requisite information elsewhere.

(CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

#### Checkpoint 3.1 – **Activate or supply background information**

❖ **Pre-teach critical prerequisite concepts through demonstration or models** to explore the meaning of “dilemma”

- **Dictionary.com** (with LOTE translations)  
<http://dictionary.reference.com/browse/dilemma>
- **Merriam-Webster Dictionary**  
<http://www.merriam-webster.com/dictionary/dilemma>
- **The Free Dictionary** (with LOTE translations)  
<http://www.thefreedictionary.com/dilemma>
- **The Phrase Finder:** Find the meanings and origins of phrases, sayings, idioms and expressions
  - ✓ “Between a rock and a hard place”
  - ✓ “Between the devil the deep blue sea”
  - ✓ “Make him an offer he can’t refuse”
  - ✓ “Hobson’s choice”
  - ✓ “Catch 22”<http://www.phrases.org.uk/meanings/between-a-rock-and-a-hard-place.html>
- **Provide examples of real life dilemmas adolescents might face:**
  1. Should I tell the teacher if I know a classmate is cheating?
  2. Should I try to stop bully behavior *or* stand by and watch?
  3. Should I go along with friends who want me to do things that are wrong?
  4. Should I challenge name-calling or racist statements *or* overlook them?
  5. Should I turn in money that I found in school *or* keep it?

#### Checkpoint 3.3 – **Guide information procession, visualization, and manipulation**

Successful transformation of information into useable knowledge often requires the application of mental strategies and skills for “processing” information. These cognitive, or meta-cognitive, strategies involve the selection and manipulation of information so that it can be better summarized, categorized, prioritized, contextualized and remembered. While some learners in any classroom may have a full repertoire of these strategies, along with the knowledge of when to apply them, most learners do not. Well-designed materials can provide customized and embedded models, scaffolds, and feedback to assist learners who have very diverse abilities in using those strategies effectively.

(CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

❖ **Introduce graduated scaffolds that support information processing strategies**

- Provide reading strategies to analyze and navigate informational text

### **Text Structure**

Text structure refers to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension.

<http://www.adlit.org/strategies/23336/>

### **Building Background Knowledge**

To read to learn effectively students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed.

[http://aim.cast.org/learn/historyarchive/backgroundpapers/background\\_knowledge](http://aim.cast.org/learn/historyarchive/backgroundpapers/background_knowledge)

### **Using THIEVES to Preview Nonfiction Texts**

Students use previewing skills in their everyday lives to decide what foods to eat, clothes to buy, and movies to watch. In this lesson, students use previewing to activate their prior knowledge and set a purpose for reading. Using a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary, students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html>

### **Signal Words**

To help students comprehend expository text structures, teachers can acquaint them with the signal or cue words authors utilize in writing each of the structures

<http://www.adlit.org/article/39906/>

### **Active Reading through Self-Assessment**

While reading often feels like a solitary activity, teachers can introduce active reading strategies that are social to help students better comprehend their reading. This recurring lesson encourages students to comprehend their reading through inquiry and collaboration. They work independently to choose quotations that exemplify the main idea of the text, come to a consensus about those quotations in collaborative groups, and then formulate "quiz" questions about their reading that other groups will answer. By the end of this lesson, students will have a better understanding of what to focus on in their reading and how to ask good questions.

<http://www.readwritethink.org/classroom-resources/lesson-plans/active-reading-through-self-30702.html>

### **Using the Check and Line Method to Enhance Reading Comprehension**

Careful monitoring of content area reading assignments can significantly increase comprehension and retention of the information, but students are often not consciously aware of their understanding. The *Check and Line method* encourages students to think about what they are reading and monitor their own comprehension of the information.

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-check-line-method-164.html>

### **Cognitive Strategies Toolkit**

Cognitive strategy instruction develops the thinking skills that will make students strategic, flexible learners. People use such strategies all the time, like writing a note to remember an important fact. For some students, cognitive strategies must be explicitly taught so they will be able to consciously think, "This is the information I want, and this is the tool I can use to get it." Students must also have multiple opportunities to practice cognitive strategies. Thus, strategies become power tools, with greater flexibility.

<http://www.adlit.org/articles/21573/>

### **Seven Strategies to Teach Text Comprehension**

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies here appear to have a firm scientific basis for improving text comprehension

<http://www.adlit.org/article/3479/>

### **Explicit Strategy Instruction**

Explicit strategy instruction is at the core of good comprehension instruction. "**Before**" strategies activate students' prior knowledge and set a purpose for reading. "**During**" strategies help students make connections, monitor their understanding, generate questions, and stay focused. "**After**" strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text.

[http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/)

## **Guideline 2: Provide options for language**

### **Checkpoint 2.1 – Clarify vocabulary and symbols**

The semantic elements through which information is presented – the words, symbols, numbers, and icons – are differently accessible to learners with varying backgrounds, languages, and lexical knowledge. To ensure accessibility for all, key vocabulary, labels, and symbols should be linked to, or associated with, alternate representations of their meaning (e.g., an embedded glossary or definition, a graphic equivalent, a chart or map), Idioms, archaic expressions, culturally exclusive phrases, and slang, should be translated. (CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

- ❖ **Pre-teach vocabulary and symbols** by connection with learners' experience and prior knowledge: *informational text; literary text; text structure; textual evidence; omnivore; carnivore; herbivore; and dilemma.*

- Teacher can use vocabulary checklist to document new or unfamiliar words and phrases and engage students in interactive discussions.

Word / Phrase	What I think it means	Dictionary Definition
omnivore		
carnivore		
herbivore		
dilemma		













### Checkpoint 2.5 – Illustrate through multiple media

Classroom materials are often dominated by information in text. But text is a weak format for presenting many concepts and for explicating most processes. Furthermore, text is particularly weak from of presentation for learner who have text-or-language-related disabilities. Providing alternatives – especially illustrations, simulations, images or interactive graphics – can make the information in text more comprehensible for any learner and accessible for some who would find it completely inaccessible in text. (CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

- ❖ **Present key concepts in one form of symbolic representation (e.g., an expository text or math equation) with an alternative form (e.g., and illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative**

- Use of vocabulary cards



<b>A carnivore</b> <small>*an animal that eats only other animals.</small>  <b>Bull Shark</b>	<b>A carnivore</b> <small>*an animal that eats only other animals.</small>  <b>Nile Crocodile</b>	<b>A herbivore</b> <small>*An animal that eats only plants.</small>  <b>Panda</b>	<b>A herbivore</b> <small>*An animal that eats only plants.</small>  <b>Rabbit</b>	<b>An omnivore</b> <small>*An animal that eats both plants and animals</small>  <b>Pig</b>	<b>An omnivore</b> <small>*An animal that eats both plants and animals</small>  <b>Raccoon</b>
<b>A carnivore</b> <small>*an animal that eats only other animals.</small>  <b>Gila Monster</b>	<b>A carnivore</b> <small>*An animal that eats only other animals.</small>  <b>Piranha</b>	<b>A herbivore</b> <small>*An animal that eats only plants.</small>  <b>Deer</b>	<b>A herbivore</b> <small>*An animal that eats only plants.</small>  <b>Grasshopper</b>	<b>An omnivore</b> <small>*An animal that eats both plants and animals</small>  <b>Human</b>	<b>An omnivore</b> <small>*An animal that eats both plants and animals</small>  <b>Bear</b>

[http://bogglesworldesl.com/foodchain\\_flashcards.htm](http://bogglesworldesl.com/foodchain_flashcards.htm)

- Use of animation



<http://www.sheppardsoftware.com/content/animals/kidscorner/animaldiet/herbivore.htm>

## II. Provide Multiple Means of Action and Expression.

*The “how” of learning. How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas.*



### Guideline 6: Provide options for executive functions

#### Checkpoint 6.2 – *Support planning and strategy development*

Once a goal is set, effective learners and problem-solvers plan a strategy, including tools they will use, for reaching that goal. For young children in any domain, for older children in a new domain, or any learner with one of the disabilities that compromise executive functions (e.g., intellectual disabilities), the strategic planning step are often omitted, and trial and error attempts take its place. To help learners become more plan-full and strategic a variety of options are needed, such as cognitive “speed bumps” that prompt them to “stop and think;” graduated scaffolds that help them actually implement strategies; or engagement in decision making with competent mentors.

(CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

#### ❖ *Provide checklist and project planning templates for understanding the problem, setting up prioritization, sequences, and schedule of steps*

- Use of planning template to organize chapters by section headings

Organizing a Chapter by Sections		
Chapter # ____	Title of Chapter: _____ _____	Pages: ____ - ____
Section # 1	Title: _____	
Key Points		Main Idea
Section # 2	Title: _____	
Key Points		Main Idea

### III. Provide Multiple Means of Engagement

*The “why” of learning. How does the task stimulate interest and motivation for learning?  
How do students get engaged and how are they challenged, excited or interested?*


### Guideline 9: Provide options for self-regulation

#### Checkpoint 9.3 – ***Develop self-assessment and reflection***

In order to develop better capacity for self-regulation, learners need to learn to monitor their emotions and reactivity carefully and accurately. Individuals differ considerably in their capability and propensity for metacognition, and some learners will need a great deal of explicit instruction and modeling in order to learn how to do this successfully. For many learners, merely recognizing that they are making progress toward greater independence is highly motivating. Alternatively, one of the key factors in learners losing motivation is their inability to recognize their own progress.

(CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.)

- ❖ ***Use activities that include means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely.***
- Explicit instruction should be provided around self-questioning strategies to assess the relevance of student responses. Teachers may use the following checklist to familiarize students with the concept of self-questioning.

 SELF-REGULATING CHECKLIST			
	Did I <u>describe</u> and <u>explain</u> the omnivore's dilemma accurately?	What is the omnivore's dilemma?	
	Did I <u>cite textual evidence</u> to support the reasons for the dilemma?	What is the textual evidence?	
	Did I include <u>explicit</u> text about the dilemma?	What explicit textual evidence did I include?	
	Did I make inferences about the dilemma?	What inferences was I able to make?	

New York City Middle School Pilot Project  
**Performance-Based Assessment (PBA) on Informational Text**  
**Grade 7, Task #1**

**TASK:** Write an essay of approximately one page on the first three sections (pp. 85-89) of “The Omnivore’s Dilemma” (i.e., “Is that Food?” “The Modern Omnivore,” and “The Omnivore’s Brain”) that answers the question: What is the omnivore’s dilemma? Cite the textual evidence that you think best supports your answer. Your response should be written for an audience that is familiar with the text and follow the conventions of Standard English, including simple and compound sentences and spelling.

Before students can successfully complete the assessment the teacher/s should ensure that the task is fully understood.

***Activate or supply background knowledge (UDL Checkpoint 3.1).***

- Teacher can use vocabulary checklist to document new or unfamiliar words and phrases and engage students in interactive discussions.

Word / Phrase	What I think it means	Dictionary meaning / Definition
Omnivore		
Textual Evidence		
Cite		

***Clarify syntax and structure (UDL Checkpoint 2.2).***

- Students should be allowed to review previous lesson/s on grammar and writing mechanics. This information could be contained in students’ notes from previous lessons.

***Optimize access to tools and assistive technologies (UDL Checkpoint 4.2)***

- Students will use the computer and or print sources to find pictures that show examples of omnivores.



<http://www.sheppardsoftware.com/>

***Develop self assessment and reflection (UDL Checkpoint 9.3)***

- ❖ Students should be taught to use self-questioning strategies to assess the relevance of their responses. Teacher/s may use the following checklist to familiarize students with the concept of self questioning:

Student Self-Questioning Checklist		
Question	Yes or No	Textual Evidence to Support Response
Did I <u>describe</u> and <u>explain</u> the omnivore's dilemma accurately?		
Did I <u>cite textual evidence</u> to support the reasons for the dilemma?		
Did I include <u>explicit</u> text about the dilemma?		
Did I make inferences about the dilemma?		

***Enhance capacity for progress monitoring (UDL Checkpoint 6.4)***

- ❖ Students may use a checklist to monitor the form and structure of the completed essay. The following reflects simple checklists that are grade appropriate.

PROGRESS MONITORING CHECKLIST		
Content	Grammar/Mechanics	Organization
Answer the question/s posed	Check for capitalization and punctuation	Revise sentences for clarity and relevance
Respond to all aspects of the task	Review and edit spelling errors.	Use transition words to assist with the logical sequence or flow of ideas.

***Increase mastery-oriented feedback-*** this UDL guideline suggest that mastery-oriented feedback is the type of feedback that leads towards mastery (**UDL Checkpoint 8.4**)

- ❖ Teacher/s may use data obtained from the Step-Back questions to gauge student understanding of the task and to determine concepts that need to be re-taught or new tasks that should follow.

Responses to Step-Back Questions	
Number of students who accurately listed the steps taken to complete the task	
Number of students who found the task easy	
Number of students who found the task difficult	

**Performance-Based Assessment (PBA) on Informational Text**  
**Grade 7, Task #2**

**TASK:** Pollan uses many comparisons to explain the omnivore’s dilemma. Write an essay of approximately one page in which you select one comparison after page 89 of the chapter “The Omnivore’s Dilemma” and explain how your chosen comparison supports the idea of the omnivore’s dilemma. Use textual evidence to support your response. Your essay should be written for an audience that is familiar with the text and follow the conventions of Standard English, including simple and compound sentences and spelling.

**Guide information processing, visualization and manipulation (UDL Checkpoint 3.3)**

- ❖ Pre-teach / re-teach a lesson on *Making Comparisons*. Use visual supports to help students understand the concept of comparisons. Graphic organizers can be useful

Compare elements of the text. List the elements that are the same and those that are different in these charts.

Similarities		
<div style="position: absolute; right: -50px; top: 50%; transform: translateY(-50%); font-size: 40px;">→</div>		<div style="position: absolute; left: -50px; top: 50%; transform: translateY(-50%); font-size: 40px;">←</div>

Differences		
<div style="position: absolute; right: -50px; top: 50%; transform: translateY(-50%); font-size: 40px;">→</div>		<div style="position: absolute; left: -50px; top: 50%; transform: translateY(-50%); font-size: 40px;">←</div>

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New York City Middle School Pilot Project  
**Performance-Based Assessment (PBA) on Informational Text**  
**Grade 7, Task #3**

**TASK:** Write an essay of approximately one page in which you explain how the author develops his argument regarding the omnivore’s dilemma from the beginning of the chapter, “The Omnivore’s Dilemma,” to the end. Cite details from the text to support your answer. Your essay should be written for an audience that is familiar with the text and follow the conventions of Standard English, including simple and compound sentences and spelling.

Use the blank space below to take notes. Your notes will be collected but not graded. Compose your essay on the following page. After you’ve written your essay, answer the StepBack questions on page four. Like your notes, your responses to the StepBack questions will be collected but not graded.

❖ ***Highlight patterns, critical features, big ideas, and relationships*** (UDL Checkpoint 3.2)


❖ This checklist may be used to introduce and/or review the concept of argument writing.

Developing My Position Statement		
1 <sup>st</sup>	Do I draw the reader into my argument?	
2 <sup>nd</sup>	Do I only provide pro and con arguments?	
3 <sup>rd</sup>	Could my classmates take a different position?	
4 <sup>th</sup>	To make my argument effective, do I need to focus on one specific issue?	
5 <sup>th</sup>	Am I presenting my evidence in the most effective way? Could I do something differently?	
6 <sup>th</sup>	Is my conclusion interesting or is it just a summary? Can I introduce new questions or things for readers to think about?	



❖ **Develop self assessment and reflection.** (UDL Checkpoint 9.3)

- ❖ Students may use a checklist to assess their performance of the task.

 <b>SELF-REGULATING CHECKLIST</b>			
	Did I <u>describe</u> and <u>explain</u> the omnivore's dilemma accurately?		What is the omnivore's dilemma?
	Did I <u>cite textual evidence</u> to support the reasons for the dilemma?		What is the textual evidence?
	Did I include <u>explicit</u> text about the dilemma?		What explicit textual evidence did I include?
	Did I make inferences about the dilemma?		What inferences was I able to make?

❖ **Foster collaboration and community** (UDL Checkpoint 8.3).

- After the assessment, teacher/s might suggest that students work in small groups to share their responses to the *step back questions* and review their overall performance.